



SC Annual School Report Card Summary

Dillon High School
DILLON 4
Grades: 9-12 Enrollment: 906
Principal: Shawn Johnson
Superintendent: D. Ray Rogers
Board Chair: Fitzgerald Lytch

PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.					
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM		
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator	
2014	Average	Below Average	TBD	TBD	B	Reward	
2013	Average	Excellent	GOLD	GOLD	F	N/A	
2012	Below Average	At-Risk	N/A	N/A	F	N/A	

ABSOLUTE RATING OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*				
EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	4	22	9	4

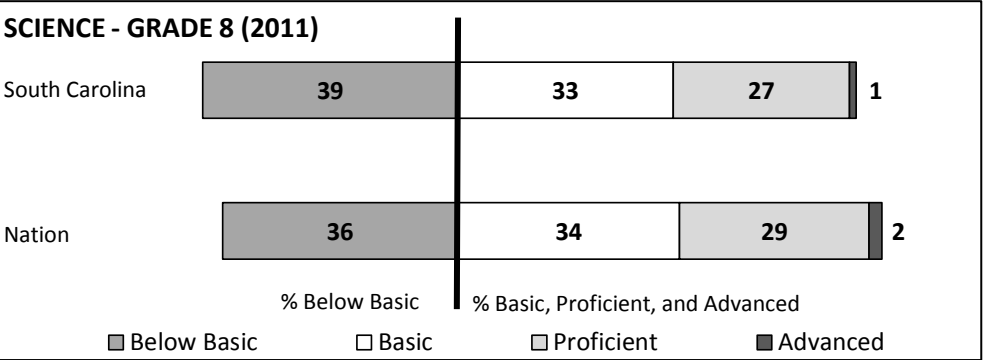
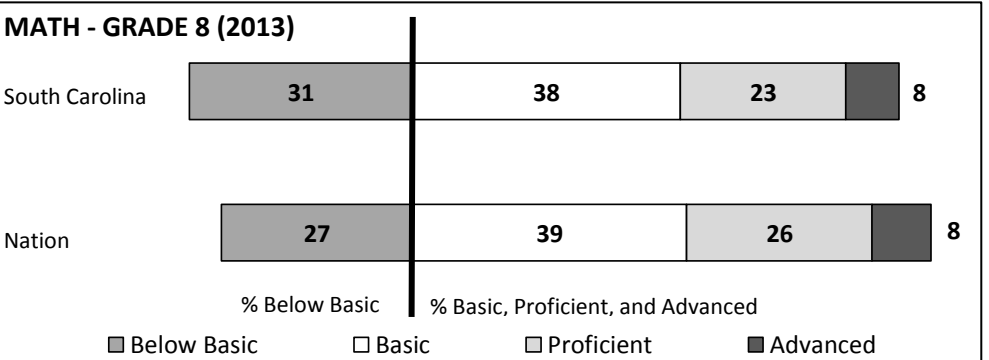
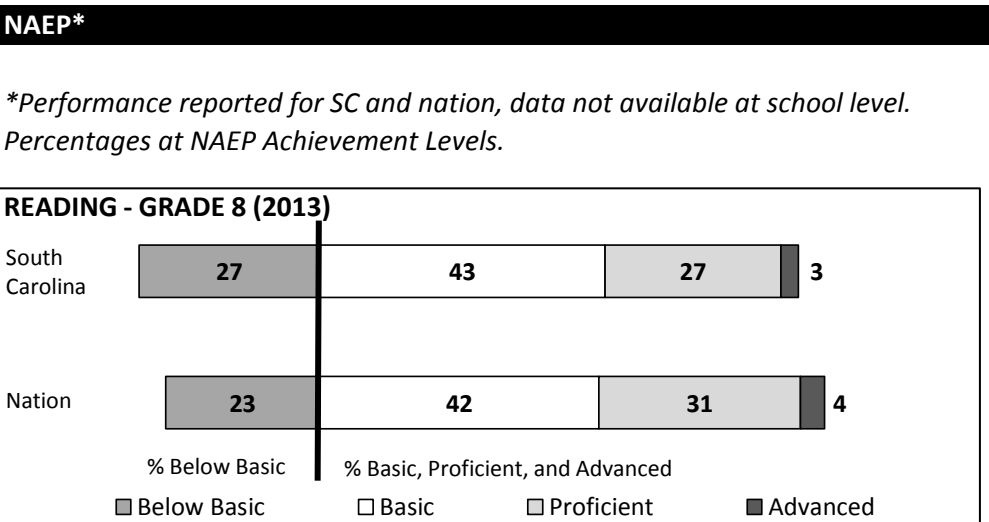
* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours with Poverty Indices of no more than 5% above or below the index for this district.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS				
	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Passed 2 subtests (%)	64.0%	60.2%	70.1%	62.5%
Passed 1 subtest (%)	19.4%	18.0%	17.0%	23.2%
Passed no subtests (%)	16.6%	21.7%	13.7%	14.4%

HSAP PASSAGE RATE (%) BY SPRING 2014		
	Our High School	High Schools with Students Like Ours
Passage Rate	85.6%	84.0%

ON-TIME GRADUATION RATE		
	Our High School	High Schools with Students Like Ours
Number of students	206	116
Number of diplomas	165	86
Rate (%)	80.1%	72.1%

END OF COURSE TESTS - 2014		
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.5%	70.5%
English 1	63.9%	53.1%
Biology 1/Applied Biology 2	68.9%	64.2%
US History and the Constitution	62.6%	44.4%
All Tests	68.9%	57.9%



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Dillon High School
DILLON 4
SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n = 906)				
Retention Rate	5.3%	Up from 0.2%	5.0%	3.0%
Attendance Rate	94.0%	Down from 94.4%	94.8%	96.2%
Served by gifted and talented program	10.9%	Up from 8.1%	11.8%	17.7%
With disabilities	6.5%	Down from 7.4%	14.9%	11.5%
Older than usual for grade	10.5%	Up from 9.3%	10.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.8%	Down from 10.0%	1.6%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 5.0%	8.5%	15.4%
Successful on AP/IB exams	N/A	N/A	17.7%	52.8%
Eligible for LIFE Scholarship	31.9%	Up from 30.2%	28.6%	30.6%
Career/technology students in co-curricular organizations	0.0%	N/A	6.3%	5.3%
Enrollment in career/technology courses	280	Down from 366	247	423
Career/technology students attaining technical skills	91.2%	Up from 89.6%	81.3%	84.5%
Annual dropout rate	4.9%	Up from 4.4%	2.0%	2.1%
Teachers (n = 45)				
Teachers with advanced degrees	55.6%	Up from 50.0%	62.1%	64.3%
Continuing contract teachers	80.0%	Up from 77.3%	66.7%	77.3%
Teachers returning from previous year	81.1%	Up from 79.1%	79.7%	85.5%
Teacher attendance rate	94.6%	Down from 97.1%	95.4%	95.5%
Average teacher salary*	\$43,885	Up 3.2%	\$45,542	\$48,414
Classes not taught by highly qualified teachers	2.5%	Down from 6.1%	7.7%	3.0%
Professional development days/teacher	8.9 days	Up from 6.8 days	10.4 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	27.9 to 1	Up from 27.3 to 1	20.4 to 1	26.0 to 1
Prime instructional time	87.3%	Down from 90.5%	89.5%	90.3%
Dollars spent per pupil**	\$6,659	Up 22.5%	\$11,102	\$8,238
Percent expenditures for teacher salaries**	58.0%	No change	54.8%	56.9%
Percent of expenditures for instruction**	58.7%	Down from 61.0%	55.7%	58.0%
Opportunities in the arts	Poor	No change	Good	Excellent
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.2%	98.7%
Character development program	Good	Down from Excellent	Good	Good
ESEA composite index score	87.4	Up from 32.7	70.6	84.1

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	38	168	56
Percent satisfied with learning environment	71.0%	61.3%	75.0%
Percent satisfied with social and physical environment	84.2%	69.7%	59.0%
Percent satisfied with school-home relations	63.1%	76.3%	57.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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REPORT OF PRINCIPAL AND SCHOOL
IMPROVEMENT COUNCIL

At Dillon High School, we strongly believe all students should experience success and failure is not an option. Our goals this year have been to make great things happen for students. We sought to improve the graduation rate, increase End of Course and HSAP scores and make academics a focus for all students during the 2013-2014 school year. We strive to prepare all students to achieve excellence by creating an environment conducive to learning where students, staff, and families work together to promote the skills needed in a continuously changing world.

To accomplish our goals, Dillon High School embraced the research of the 90-90-90 schools in an effort to improve overall academic achievement during the 2013-2014 school year. These are schools that had been identified with the following characteristics: 90% or more of the students were eligible for free and reduced lunch, 90% of more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area (Reeves, 2000). There is a common set of behaviors exhibited by the leaders and teachers in schools with high achievement, high minority enrollment, and high poverty levels. These characteristics include a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing and collaborative scoring of student work.

We realize how fundamentally important reading is to student achievement in all academic areas and our test data shows that reading is an area of need for students at Dillon High School. Therefore, during the 2013-2014 school-year, we continued the implementation of Balanced Literacy and added Balanced Math. Balanced Literacy is a comprehensive literacy program that includes components of reading and writing, and opportunities to respond critically and thoughtfully to texts and learning. Both approaches include instructing, demonstrating, discussing, coaching, and discovering as part of the model. Research shows that one of the most effective ways to improve students’ reading and math ability is to increase the amount of time students spend reading and are engaged in real world applications of math. To accomplish this and implement both approaches with fidelity, students were provided at least 30 minutes of independent reading and/or math work every day where teachers conferenced with students to determine their individual needs. Teachers were provided with professional development from consultants, met weekly in department meeting to review data from benchmarks and used the S.C. S³ Curriculum to guide instruction. In addition, classroom libraries were outfitted with at least 200 new books to match students’ reading levels.

Dillon High School was also chosen to participate in the Literacy Matters initiative from the South Carolina State Department of Education. This initiative brought a cohesive focus on the implementation of Common Core State Standards (CCSS) through the research and data associated with high progress literacy classrooms. This research indicates significant time devoted to actual reading and writing, high-quality instruction provided in reading skills and strategies, a prevalence of small group and individualized instruction. numerous books matched to the